

Special Education Process:

**From Referral, Evaluation, and Eligibility
To IEP Development, Annual Review and
Reevaluation**

Implementation of *N.J.A.C. 6A:14*

Process to Determine Eligibility for Special Education and Related Services

PRE-REFERRAL

Interventions in general education have been attempted and documented; interventions do not alleviate educational difficulties and it is believed the student may be disabled. [3.3(c)1 and 2]

Interventions in general education are not a prerequisite when it can be documented that a direct referral to the child study team is warranted without delay. [3.3(c) and (d)]

REFERRAL

Written request for initial evaluation
submitted to the child study team

Referrals may be submitted by school personnel,
parent and agencies concerned with the welfare of students

IDENTIFICATION

Deciding whether to evaluate:

NOTICE OF A MEETING

Parent (and adult student)¹ is provided notice of a meeting to determine need for evaluation. The notice includes the long procedural safeguards statement, *Parental Rights in Special Education* (PRISE)

¹Adult student means a person who has attained age 18, under legal guardianship and who is entitled to receive educational programs and services in accordance with federal or state law or regulation. For convenience, the term adult student is understood whenever the term parent is used.

MEETING

Convened within 20 calendar days² of receipt of written request by the district to determine whether an evaluation is warranted.

PARTICIPANTS

3.3(e)

S – 5

S - 9 to 11

Parent

Child study team

Regular education teacher of the student who is knowledgeable of the student's educational performance or if there is no teacher of the student, a teacher who is knowledgeable about the district's programs; and

Speech-language specialist when the student is preschool age or when the suspected disability is a language disorder

REVIEW DATA

3.4(a)1

Review existing evaluation data on the student including evaluations and information provided by the parents, current classroom-based assessments and observations and observations of teachers and related services providers.

When an evaluation is not warranted:

WRITTEN NOTICE

S-4

Within 15 calendar days of the meeting, the parent provided with:

Written notice of the determination that the evaluation is not warranted and:

A copy of the **short procedural safeguards statement**; and

Copies of the **special education rules** (N.J.A.C. 6A:14) and the **due process hearing rules** (N.J.A.C. 1:6A)

² Excluding school holidays, but not summer vacation

**DISAGREEMENT
2.3(f)3ii**

The parent may disagree with the determination by requesting mediation or a due process hearing.

When an evaluation is warranted:

The student shall be considered identified as **potentially disabled**.

A case manager shall be assigned.

EVALUATION

Deciding the evaluation:

**PARTICIPANTS
3.3(e)
S-5
S-9 to 11**

Parent
Child study team
Regular education teacher
Speech-language specialist, when required

**DETERMINATIONS
S-13**

Nature and scope of the evaluation

S-16

Which child study team members and/or specialist(s) shall conduct the evaluation

WRITTEN NOTICE

Within 15 calendar days of the meeting, parent provided with:

Written notice of the determination(s) and proposed action(s):

The evaluation is warranted;

The student is considered identified as potentially disabled;

The nature and scope of evaluation;

A **request for written consent** from the parent. When the student is an adult student, consent is obtained from the adult student;

A copy of the **short procedural safeguards statement**; and

Copies of the **special education rules** (*N.J.A.C. 6A:14*) and the **due process hearing rules** (*N.J.A.C. 1:6A*)

OBTAINING CONSENT

Parent must be given the opportunity to consider the proposed initial evaluation for up to 15 calendar days before providing consent. The parent may provide consent sooner.

If the parent has not provided consent within 15 calendar days, and the district and parent have not agreed to other action, the district shall request a due process hearing according to 2.3(b).



TIMELINES

When consent for initial evaluation is granted, the evaluation shall be conducted without delay.

90 day clock begins

After consent for initial evaluation has been received, the evaluation, determination of eligibility for services, and, if eligible, the development and implementation of the IEP are completed within 90 calendar days.

Assessments are conducted.

When the assessments are completed, written report of the results of each assessment is prepared. Copies of the written reports and documentation and information that will be used for determination of eligibility are given to parents at least 10 days prior to the eligibility meeting. [3.5(a)]

ELIGIBILITY

NOTICE OF A MEETING

Parent is provided notice of meeting to determine student eligibility for special education and related services, and if eligible develop an IEP. A copy of PRISE is provided.

PARTICIPANTS

2.3(i)1

S- 5

S - 9 to 11

Eligibility is determined collaboratively by:

Parent;

A **teacher** who is knowledgeable about the student's educational performance or, if there is no teacher who is knowledgeable about the student's educational performance, a teacher who is knowledgeable about the district's programs;

The **student** where appropriate;

At least one **child study team member** who participated in the evaluation;

The **case manager**;

Other **appropriate individuals** at the discretion of the parent or school district; and

For an initial eligibility meeting, certified school personnel referring the student as potentially disabled, or the school principal or designee if they choose to participate.

Making the determination of eligibility:

A student shall not be determined eligible if the determinant factor is due to a lack of instruction in reading or math, or limited English proficiency.

A student shall be determined eligible and classified “eligible for special education and related services” when:

- ◆ The student has one or more of the disabilities defined in 6A:14 - 3.5 (c) 1 - 13 (**S-20**);
- ◆ The disability adversely affects the student’s educational performance; and
- ◆ The student is in need of special education and related services.

**CERTIFICATION
3.4(f)5**

Based on the written reports and other relevant information, each team member certifies in writing whether he or she agrees or disagrees with the conclusion (determination) of eligibility.

When the student is not eligible:

WRITTEN NOTICE

Within 15 calendar days of the meeting, parent provided with:

Written notice of the determination that the student is ineligible for special education and related services; and

A copy of the **short procedural safeguards statement**.

DISAGREEMENT

The parent may disagree with the determination by requesting mediation or a due process hearing or an independent education evaluation.

When the student is eligible, develop the individualized education program (IEP):

INDIVIDUALIZED EDUCATION PROGRAM

PARTICIPANTS

2.3(i)2

S- 5

S- 9 to 11

IEP developed at a meeting by the IEP team which shall include the following participants:

The parent;

At least one regular education teacher of the student, if the student is or may be participating in the regular education classroom;

If the student has no regular education teacher, a regular education teacher who is knowledgeable about the district's programs;

At least one special education teacher of the student, or where appropriate, at least one special education provider;

If there is no special education teacher or special education provider, a special education teacher or special education provider who is knowledgeable about the district's programs;

At least one child study team member who can interpret the instructional implications of evaluation results;

The case manager;

**PARTICIPANTS
CONTINUED**

A representative of the district board of education who:

Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities;

Is knowledgeable about the general education curriculum;

Is knowledgeable about the availability of resources of the district board of education; and

Shall be the child study team member or other appropriate personnel including the special education administrator or principal

At the discretion of the parent or school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate;

The student where appropriate; and

If a purpose of the meeting is to consider transition services, the student with disabilities and a representative of any other agency that is likely to be responsible for providing or paying for transition services shall be invited to attend the IEP meeting

WRITTEN NOTICE

Within 15 calendar days of the meeting, parent provided:

Written notice of the determination(s) and proposed actions including:

Eligibility;

Proposed individualized education program;

Proposed educational placement;

A request for written consent from the parent; and

A copy of the short procedural safeguards statement.

CONSIDERATION

The parent may consider the determination of eligibility and the proposed program for up to 15 calendar days.

After 15 calendar days the student is considered “Eligible for Special Education and Related Services,” if the parent did not disagree by requesting mediation or a due process hearing.

**OBTAINING CONSENT
2.7(b)**

If the parent will not provide consent to implement the initial IEP, the district is prohibited from requesting a due process hearing to obtain consent.

The district may request mediation to inform the parent of the benefits of the program and potential harmful effects if the student does not receive special education and related services.

NOTE:

A public agency may not use a parent’s refusal to consent to one service or activity ...to deny the parent or child any other service, benefit, or activity... 34 CFR §300.505(e)

If the parent and the district agree to certain aspects of the proposed program, the parent may sign consent to implement the agreed upon IEP provisions. The district or the parent has the option to request a due process hearing regarding those provisions of the IEP that are in dispute.

When parental consent is granted, the IEP is implemented as soon as possible following the IEP meeting and within 90 calendar day timeline.
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The district board of education shall provide the parent and/or adult student with the opportunity to observe the proposed educational placement prior to implementation of the IEP.

ANNUAL REVIEW

NOTICE OF A MEETING Parent is provided notice of meeting to review and revise IEP. The notice includes a copy of PRISE

Annually, or more often if necessary, the IEP team shall meet to review and revise the IEP and determine placement.

PARTICIPANTS Annual review participants include:

2.3 (i)2

S – 5

S – 9 to 11

The parent;

At least one regular education teacher, if the student is or may be participating in the regular education classroom;

If the student has no regular education teacher, a regular education teacher who is knowledgeable about the district's programs;

At least one special education teacher, or where appropriate, at least one special education provider;

If there is no special education teacher or special education provider, a special education teacher or special education provider who is knowledgeable about the district's programs;

At least one child study team member who can interpret the instructional implications of evaluation results;

The case manager;

**PARTICIPANTS
CONTINUED**

A representative of the district board of education who:

Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities;

Is knowledgeable about the general education curriculum;

Is knowledgeable about the availability of resources of the district board of education; and

Shall be the child study team member or other appropriate personnel including the special education administrator or principal

At the discretion of the parent or school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate;

The student where appropriate; and

If a purpose of the meeting is to consider transition services, the student with educational disabilities and a representative of any other agency that is likely to be responsible for providing or paying for transition services shall be invited to attend the IEP meeting

REVIEW OF DATA

The IEP team shall review:

Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate;

The results of any reevaluation;

Information about the student including information provided by the parents, current classroom based assessments and observations, and the observations of teachers and related service providers;

The student's anticipated needs; or

Other relevant matters.

WRITTEN NOTICE **Within 15 calendar days of the meeting,** parent is provided with:

Written notice of the proposed actions:

The proposed individualized education program; and
The proposed educational placement;

A copy of the short procedural safeguards statement.

CONSIDERATION Parent is provided 15 calendar days to consider implementation of the revised IEP. The parent may agree in writing to implement the IEP sooner.

IMPLEMENTATION The IEP may be implemented after 15 calendar days, if
2.3(f)3 the parent did not disagree by requesting mediation or a due process hearing.

REEVALUATION

Within three years of previous classification, a multi-disciplinary reevaluation shall be completed to determine whether the student continues to be a student with a disability.

Reevaluation shall be conducted sooner if conditions warrant or if the student's parent or teacher requests the reevaluation.

When a reevaluation is conducted sooner at the request of a parent or teacher, or because conditions warrant, the reevaluation shall be completed without undue delay.
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Reevaluation shall be conducted when a change in eligibility is being considered.

NOTICE OF A MEETING

Parent is provided notice of meeting to review data and determine nature and scope of the reevaluation. The notice includes PRISE.

PARTICIPANTS

2.3 (i)2

S - 5

S -9 to 11

Data shall be reviewed by and the nature and scope of the reevaluation shall be determined by the IEP team which shall include the following participants:

The parent

At least one child study team member who can interpret the instructional implications of the evaluation results;

At least one regular education teacher, if the student is or may be participating in the regular education classroom;

If the student has no regular education teacher, a regular education teacher who is knowledgeable about the district's programs;

At least one special education teacher, or where appropriate, at least one special education provider;

If there is no special education teacher or special education provider, a special education teacher or special education provider who is knowledgeable about the district's programs;

The case manager;

A representative of the district board of education who:

Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities;

**PARTICIPANTS
CONTINUED**

Is knowledgeable about the general education curriculum;

Is knowledgeable about the availability of resources of the district board of education; and

Shall be the child study team member or other appropriate personnel including the special education administrator or principal;

At the discretion of the parent or school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and

The student, where appropriate.

MEETING

The IEP team shall determine the nature and scope of the reevaluation according to the following:

REVIEW OF DATA

The IEP team shall review existing data and decide if additional tests and procedures should be administered to determine:

Whether the student continues to have a disability;

The present levels of performance and educational needs of the student;

Whether the student needs special education and related services; and

Whether any additions or modifications to the special education and related services are needed to enable the student with a disability to meet annual goals set in the IEP and to participate, as appropriate, in the general education curriculum

When the IEP team determines that no additional data are needed:

**CERTIFICATION
other 3.4(f)5**

Based on the review of existing evaluation data and relevant information, each team member certifies in writing whether he or she agrees or disagrees with the conclusion (determination) of eligibility.

WRITTEN NOTICE

Within 15 calendar days of the meeting, the parent is provided with:

Written notice of the determinations:

Additional data are not warranted;

Continued eligibility or ineligibility (declassification);

A copy of the **short procedural safeguards statement**; and

A statement regarding the right of the parent to request an assessment to determine if the student continues to be a student with a disability.

When the IEP team determines that additional data are needed:

WRITTEN NOTICE

Within 15 calendar days of the meeting, parent (and adult student, when applicable) provided with:

Written notice of the determinations and proposed actions:

Additional data are warranted to determine if the student continues to be a student with a disability;

The nature and scope of the proposed reevaluation including which child study team

members and/or specialists shall administer tests and other assessment procedures;

A copy of the **short procedural safeguards statement**; and

A request for written consent from the parent. When the student is an adult student, consent is obtained from the adult student.

CONSIDERATION

The parent may consider the proposed reevaluation for up to 15 calendar days.

OBTAINING CONSENT

If the parent refuses to provide consent within 15 calendar days, and the district and parent have not agreed to other action, the district shall request a due process hearing according to 2.3(b).

If the parent failed to respond to the request for consent for reevaluation, the district board of education can proceed with the reevaluation, if it can demonstrate that it had taken reasonable measures to obtain such consent.

Assessments are conducted.

When the assessments are completed, written report(s) are prepared. Copies of the written reports and documentation and information that will be used for determination of eligibility are given to parents at least 10 days prior to the eligibility meeting. [3.5(a)]
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NOTICE OF A MEETING

The parent is provided notice of meeting to determine whether the student continues to be a student with a disability, and if eligible, to review and revise the student's IEP. A copy of PRISE is provided with the notice of meeting.

MEETING IEP team meets to determine whether the student continues to be a student with a disability, and if eligible, to review and revise the student's IEP.

CERTIFICATION
3.4(f)5 Based on the written reports and other relevant information, each team member certifies in writing whether he or she agrees or disagrees with the conclusion (determination) of eligibility.

When student is no longer eligible for special education and related services:

WRITTEN NOTICE **Within 15 calendar days of the meeting,** parent is provided with:

Written notice of the determination that the student is no longer eligible for special education and related services; and

A copy of the **short procedural safeguards statement**;

CONSIDERATION The parent may consider the results of the reevaluation and determination that the student is no longer eligible for up to 15 calendar days.

The parent may disagree with the reevaluation and the determination that the student is no longer eligible by requesting mediation or a due process hearing or by requesting an independent education evaluation.

When student continues to be eligible for special education and related services:
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WRITTEN NOTICE **Within 15 calendar days of the meeting,** parent is provided with:

Written notice of the determinations and proposed actions:

Continued eligibility for special education and related services;

Proposed individual education program;

Proposed educational placement;

A copy of the **short procedural safeguards statement**.

CONSIDERATION

The parent may consider the results of the reevaluation and proposed IEP for up to 15 calendar days.

The proposed IEP may be implemented after 15 days, unless the parent disagrees with the reevaluation and/or proposed IEP by requesting mediation or a due process hearing. The parent may disagree with the reevaluation by requesting an independent education evaluation.

Supplemental Handouts

◆ **Notice of Meeting
(Invitation)**



◆ **Conduct Meeting
(Event)**



◆ **Written Notice
of Proposed Action
(Photo)**



Notice of Meetings

- Purpose
- Time
- Location
- Participants
- Parental Rights in Special Education (PRISE)



Purpose of a Meeting:

- Identification and evaluation
- Determining eligibility
- Developing an initial IEP
- Conducting an annual review of the student's program and placement
- Planning a reevaluation
- Reporting the results of a reevaluation
- Conducting a manifestation determination

P R I S E

6A:14-2.3(e)

- Upon referral for an initial evaluation;
- Upon each notification of an IEP meeting;
- Upon reevaluation; and
- When a request for a due process hearing is submitted to the Department of Education.

Parental

Rights

In

Special

Education

Written Notice

Written notice is given to the parent when an action is proposed or denied either following a meeting or in response to a written parental request to initiate or change the referral, identification, classification, evaluation, educational placement or the provision of free, appropriate public education.

Components of written notice:

- A description of the action proposed or denied by the district
- An explanation of why it is taking such action
- A description of any options the district considered and the reasons why those options were rejected
- A description of the procedures, tests, records or reports and factors used by the district in determining whether to propose or deny an action
- A description of any other factors that are relevant to the proposal or refusal by the district
- Procedural safeguards statement
 - Short procedural safeguards statement is required; PRISE may be given to meet the requirement.

PARTICIPANTS AT REQUIRED MEETINGS

IDENTIFICATION/EVALUATION	ELIGIBILITY	IEP TEAM MEETING*
<p>The parent</p> <p>The regular education teacher of the student who is knowledgeable about the student's educational performance or if there is no teacher of the student, a teacher who is knowledgeable about the district's programs</p> <p>Child study team (means all members)</p> <p>Speech-language specialist when the student is preschool age or when the suspected disability is a language disorder</p> <p>(Case manager is assigned when an evaluation is warranted.)</p>	<p>The parent</p> <p>A teacher who is knowledgeable about the student's educational performance or if there is no teacher who is knowledgeable about the student's educational performance, a teacher who is knowledgeable about the district's program</p> <p>At least one child study team member who participated in the evaluation</p> <p>The case manager</p> <p>Other appropriate individuals at the discretion of the parent or school district</p> <p>For initial eligibility, certified school personnel referring the student, or the school principal or designee, if they choose to participate.</p> <p>The student, where appropriate</p>	<p>The parent</p> <p>At least one regular education teacher of the student, if the student is or may be participating in the regular education classroom</p> <p>At least one special education teacher of the student or where appropriate, at least one special education provider of the student</p> <p>At least one CST member who can interpret the instructional implications of the evaluation results</p> <p>The case manager</p> <p>Other appropriate individuals at the discretion of the parent or school district</p> <p>A representative of the district board of education</p> <p>The student, where appropriate</p> <p>If a purpose of the meeting is to consider transition services, the student with disabilities and a representative of any other agency that is likely to be responsible for providing or paying for transition services</p>

*IEP team meetings are convened to develop the initial IEP, conduct an annual review of the student's program and placement, plan for a reevaluation, report the results of a reevaluation and conduct a manifestation determination.

A COMPARISON OF FEDERAL AND STATE PARTICIPANTS AT IEP/REEVALUATION MEETINGS

Federal Roles/Participants	State Participants
The parent	The parent
The child, where appropriate	The student, where appropriate
A regular education teacher of such child (if the child is or may be, participating in the regular education environment)	<p>A regular education teacher of the student, if the student is or may be participating in the regular education classroom;</p> <p>If the student has no regular education teacher, a regular education teacher who is knowledgeable about the district's programs shall participate.</p>
A special education teacher or where appropriate, at least one special education provider of such child	<p>A special education teacher of the student or where appropriate, at least one special education provider of the student;</p> <p>If there is no special education teacher or special education provider of the student, a special education teacher or provider who is knowledgeable about the district's programs shall participate.</p>
<p>Agency representative</p> <p>qualified to provide or supervise the provision of specially designed instruction</p> <p>knowledgeable about the general curriculum</p> <p>knowledgeable about the availability of resources</p>	<p>A representative of the district board of education</p> <p>qualified to provide or supervise the provision of specially designed instruction</p> <p>knowledgeable about the general curriculum</p> <p>knowledgeable about the availability of resources</p> <p>Shall be the CST member or other appropriate school personnel</p>
Individual who can interpret the instructional implications of the evaluation who may be one of the district personnel	At least one CST member who can interpret the instructional implications of evaluation results
	Case manager (CST member)

PARTICIPANTS IN THE ELIGIBILITY MEETING FOR STUDENTS WITH SPEECH-LANGUAGE DISORDERS
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Voice, fluency and/or articulation disorder	Language disorder	Eligible for Special Education and Related Services - Speech-language therapy as a related service
<p>The parent</p> <p>A teacher who is knowledgeable about the student's educational performance or the district's program</p> <p>The student, where appropriate</p> <p>At least one child study team member who participated in the evaluation (Shall be the speech-language specialist)</p> <p>The case manager</p> <p>Other appropriate individuals at the discretion of the parent or school district</p> <p>For initial eligibility, certified school personnel referring the student, or the school principal or designee, if they choose to participate.</p>	<p>The parent</p> <p>A teacher who is knowledgeable about the student's educational performance or the district's program</p> <p>The student, where appropriate</p> <p>At least one child study team member who participated in the evaluation (May be the speech-language specialist)</p> <p>The case manager</p> <p>Other appropriate individuals at the discretion of the parent or school district</p> <p>For initial eligibility, certified school personnel referring the student, or the school principal or designee, if they choose to participate.</p>	<p>The parent</p> <p>A teacher who is knowledgeable about the student's educational performance or the district's program</p> <p>The student, where appropriate</p> <p>At least one child study team member who participated in the evaluation</p> <p>The case manager</p> <p>Other appropriate individuals at the discretion of the parent or school district</p> <p>For initial eligibility, certified school personnel referring the student, or the school principal or designee, if they choose to participate.</p>

IEP MEETING

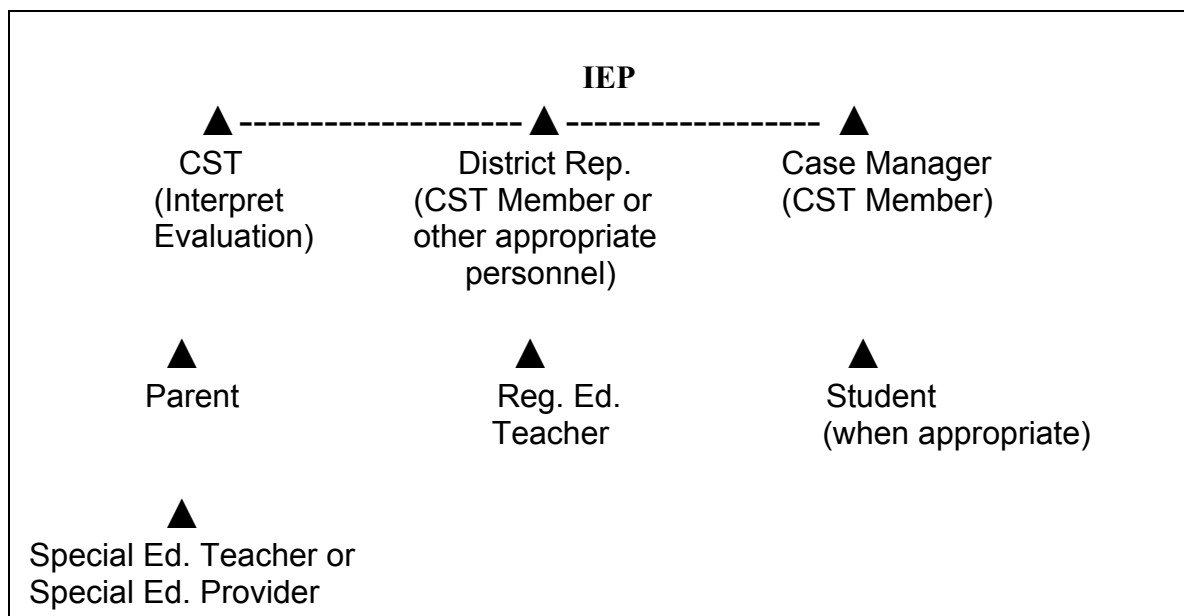
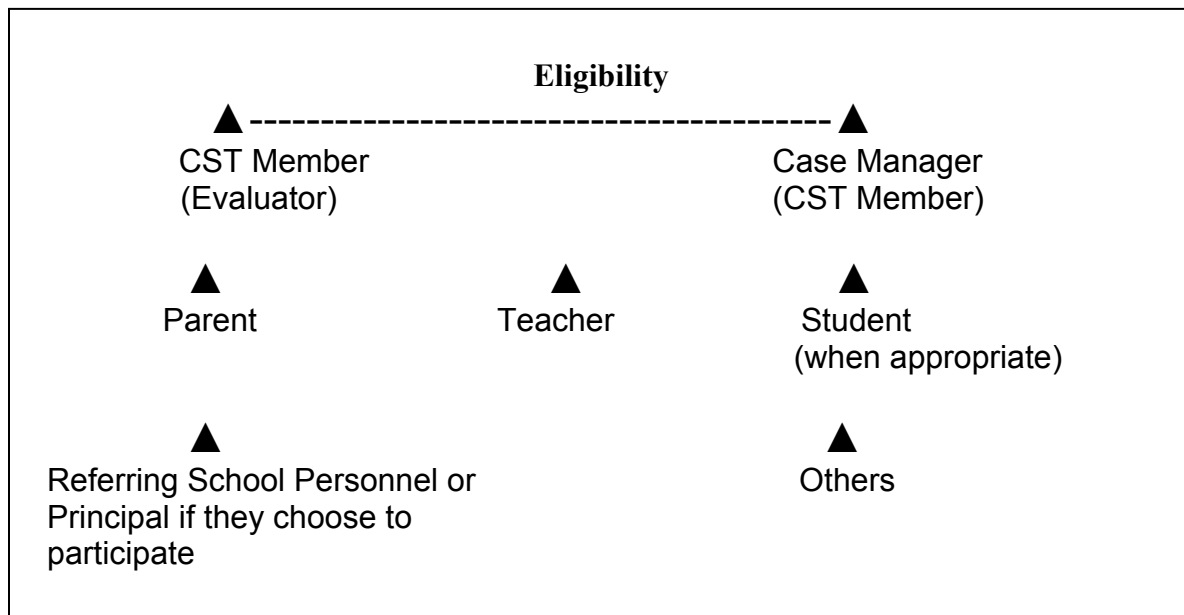
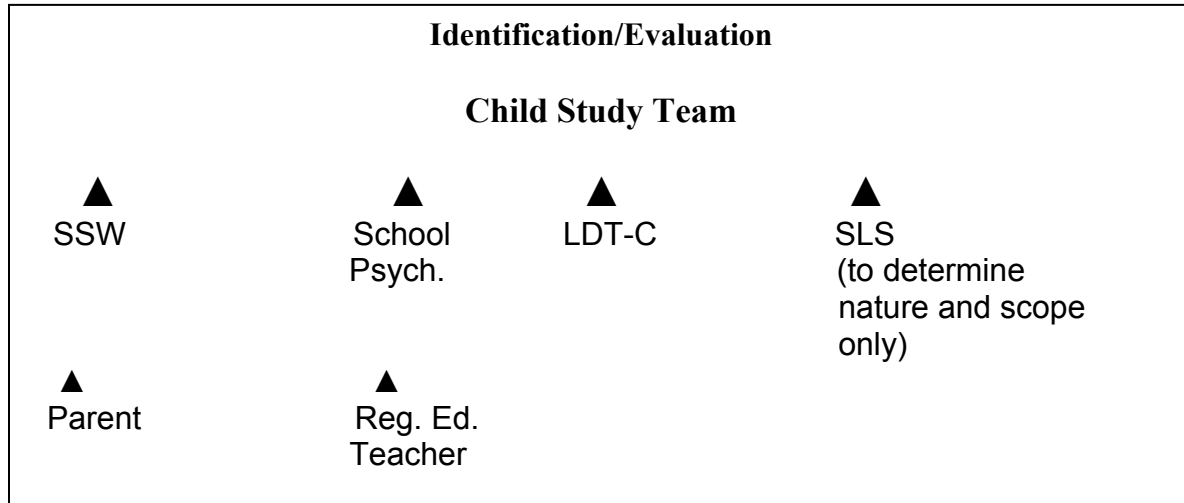
PARTICIPANTS -- SPEECH-LANGUAGE DISORDERS

Federal roles	Voice, fluency and/or articulation disorder	Language disorder	Eligible for Special Education and related services (Speech)
The parent	The parent	The parent	The parent
The child, where appropriate	The student, where appropriate	The student, where appropriate	The student, where appropriate
A regular education teacher of such child	At least one regular education teacher of the student, if the student is or may be participating in the regular education classroom.	At least one regular education teacher of the student, if the student is or may be participating in the regular education classroom.	At least one regular education teacher of the student, if the student is or may be participating in the regular education classroom.
A special education teacher or special education provider of such child	A special education provider who is the SLS	At least one special education teacher of the student or where appropriate, at least one special education provider of the student	At least one special education teacher of the student or where appropriate, at least one special education provider of the student
Agency representative	A representative of the district board of education May be the SLS or other appropriate personnel	A representative of the district board of education May be the SLS or other appropriate personnel	A representative of the district board of education Shall be the CST member or other appropriate personnel
Individual who can interpret the instructional implications of the evaluation who may be one of the district personnel	The SLS who can interpret the instructional implications of the evaluation results	At least one CST member who can interpret the instructional implications of the evaluation results (May be the SLS)	At least one CST member who can interpret the instructional implications of the evaluation results
	Case manager (May be the SLS)	Case manager (May be the SLS)	Case manager (CST member)

may be the same person

Decision Making Teams

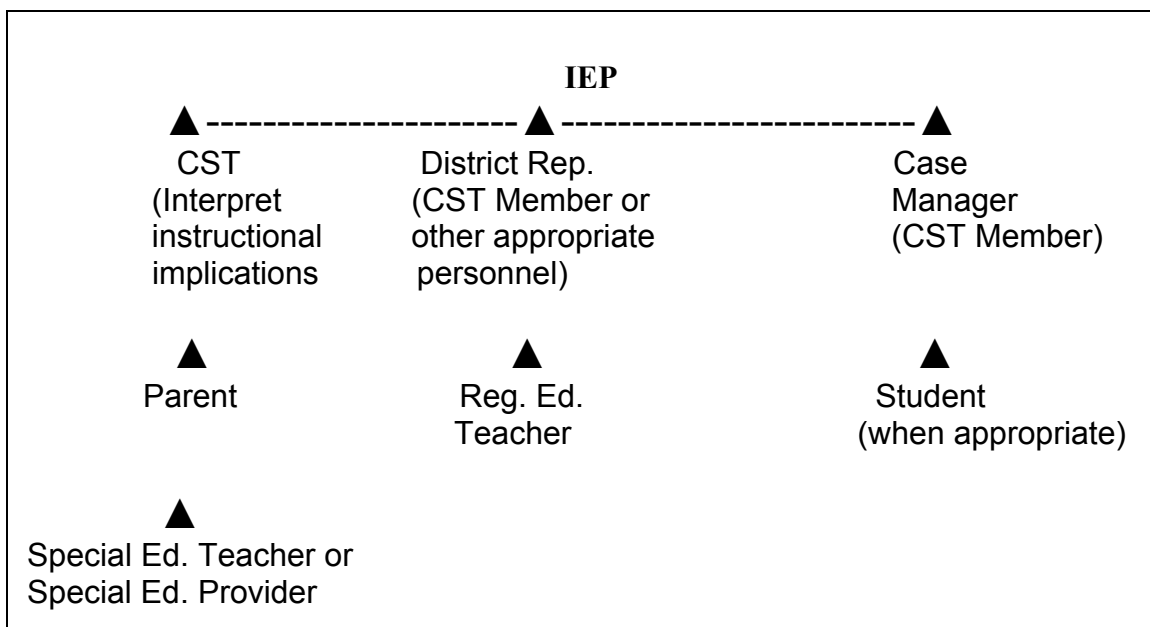
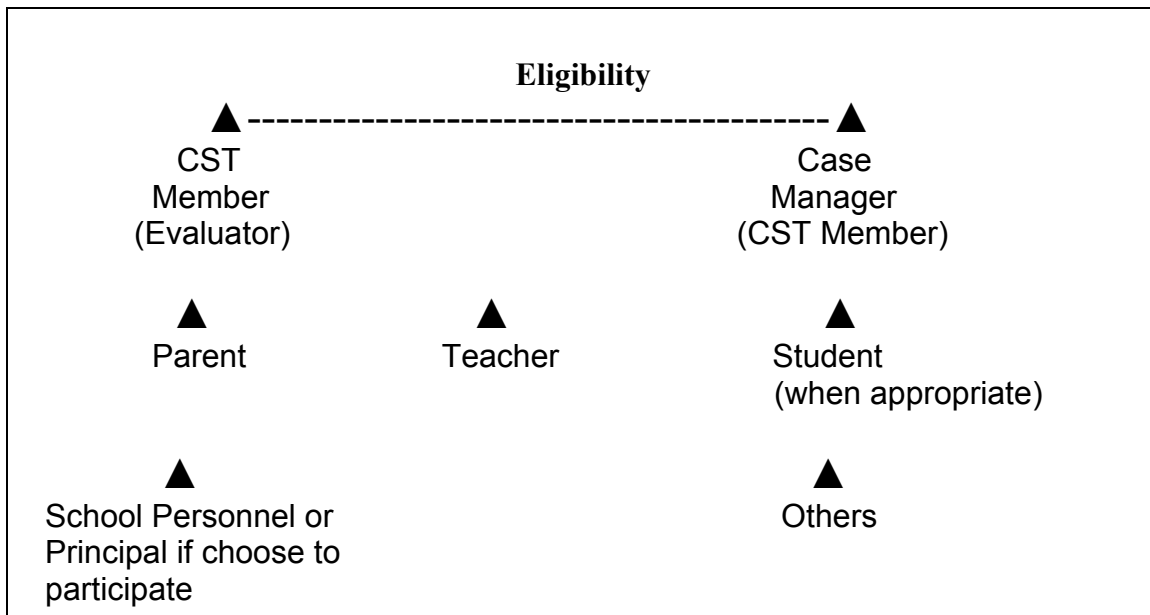
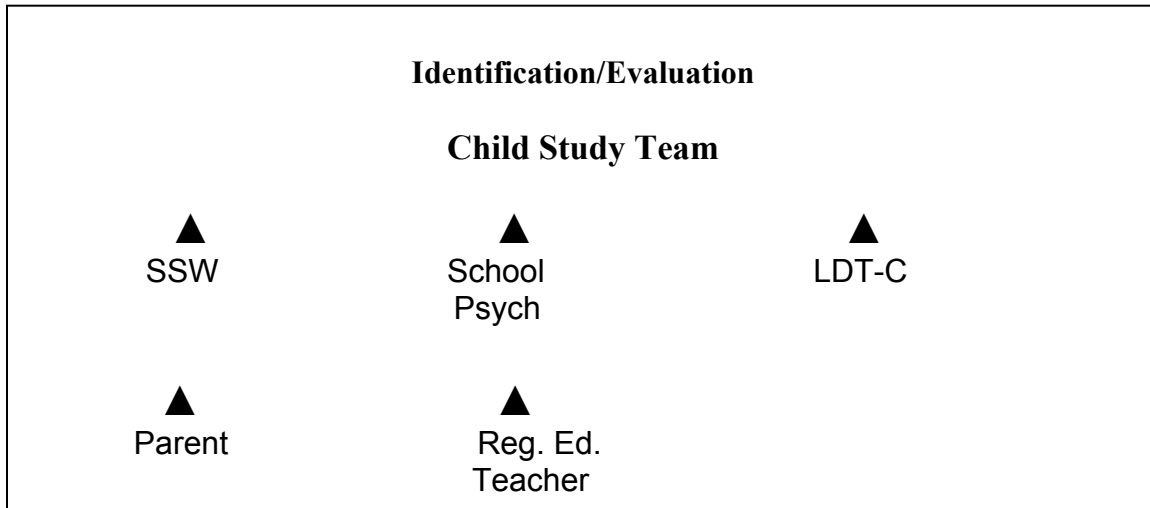
Students: 3-5



may be the same person

Decision Making Teams

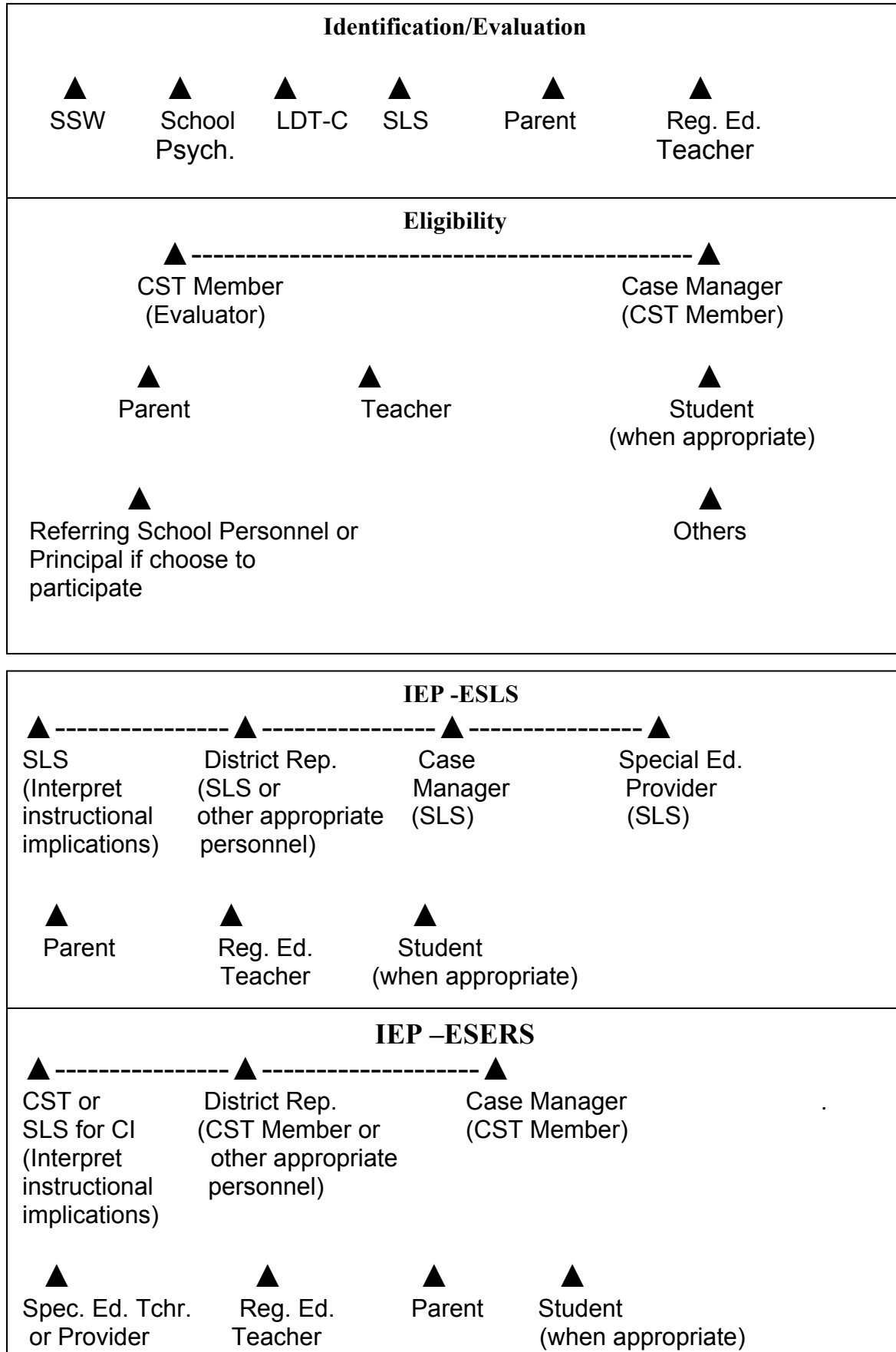
Students: 5-21



 may be the same person

Decision Making Teams

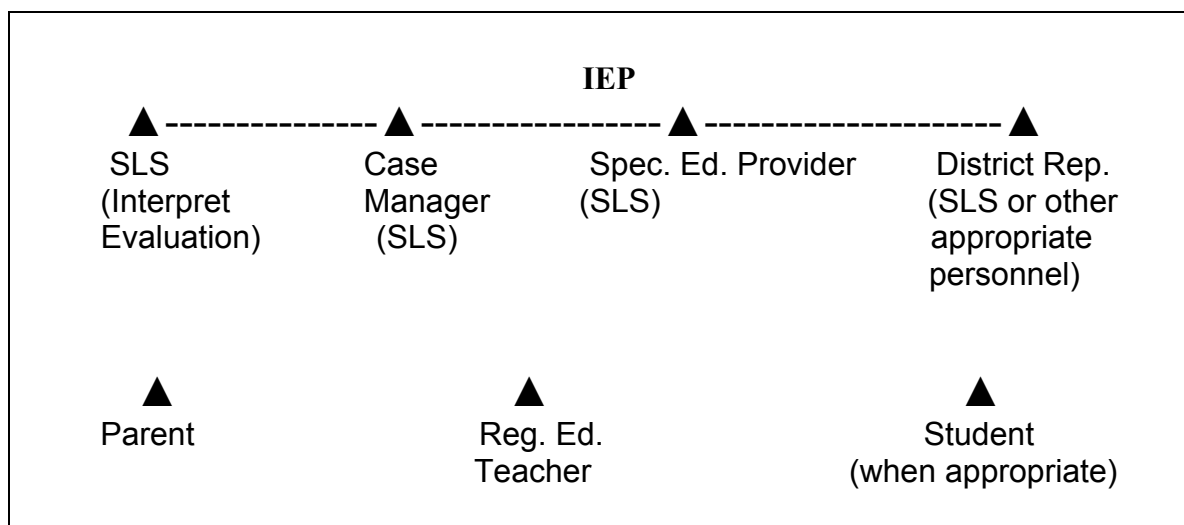
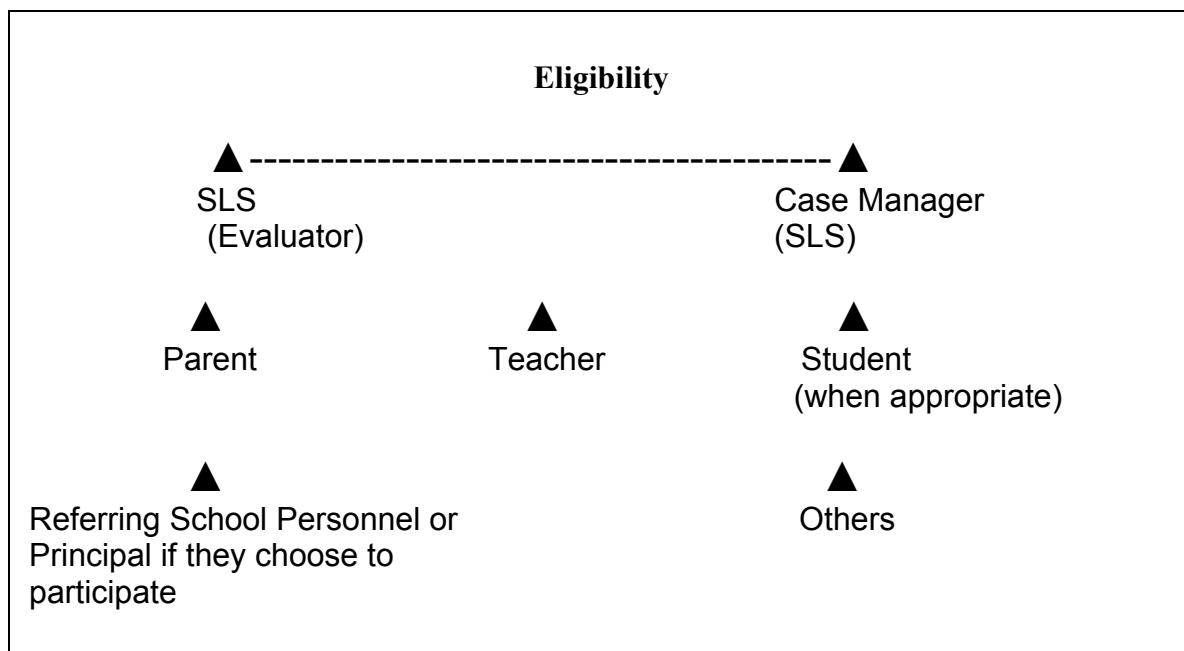
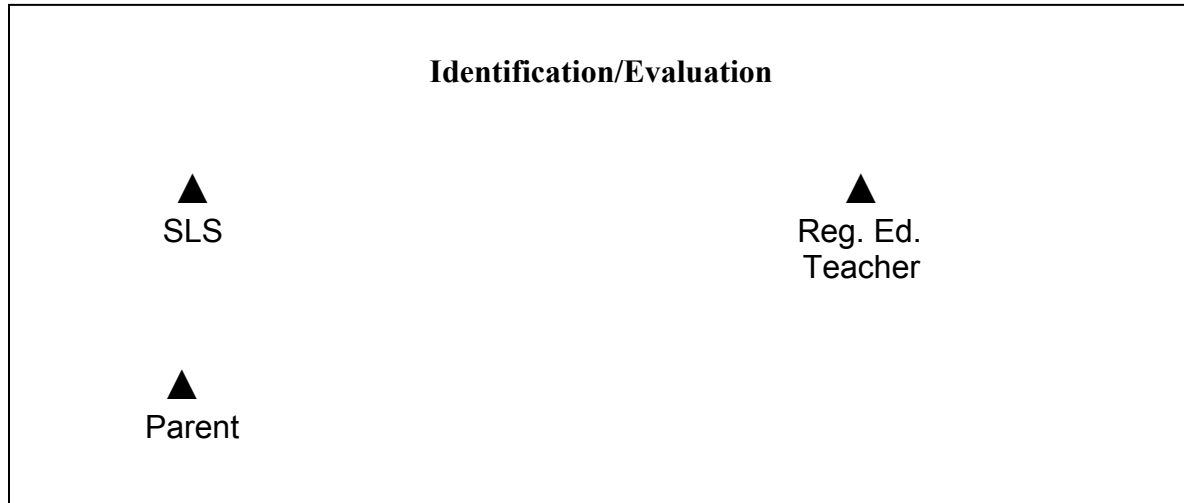
Students: 5-21 (Language Suspected Disability)



may be the same person

Decision Making Teams

Students: 5-21 (Voice, Fluency, Articulation only)



To determine the nature and scope of the evaluation, team members:

- Review existing data on the student including, evaluations and information provided by the parents, current classroom-based assessments and observations, and the observations of teachers and related services providers;
- Consider the need for any health appraisal or specialized medical evaluation;
 - ◆ The school nurse shall review and summarize available health and medical information;
- Consider the need for additional data, if any, to determine:
 - ◆ Whether the student has a disability;
 - ◆ The present levels of performance and educational needs of the student;
 - ◆ Whether the student needs special education and related services; and
 - ◆ Whether and additions or modifications to special education and related services are needed to enable the student with a disability to meet annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.
- Determine which child study team members and/or specialists shall conduct the evaluation.

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Requirements for Initial Evaluation:

- Multi-disciplinary assessment in all areas of suspected disability
- Assessment by at least two members of the child study team and other specialists in the area of disability as required or as determined necessary³
- Include, where appropriate, or required, the use of a standardized test(s)
- Include functional assessment of academic performance and where appropriate, behavior. Each of the following components shall be completed by at least one evaluator:
 - ◆ A minimum of one structured observation by one evaluator in other than a testing session;⁴ and
 - ◆ An interview with the student's parent;

E V A L U A T I O N

3 When the suspected disability is communication impairment, the speech-language specialist may serve as one of the two required child study team evaluators. For preschool age students the participation of the speech-language specialist as an evaluator is in addition to the two required child study team evaluators.

4 In the case of a student who is suspected of having a specific learning disability, one evaluator shall observe the student's academic performance in the regular education classroom.

Requirements for Initial Evaluation: (Continued)

- ♦ An interview with the teacher(s) referring the potentially disabled student;
- ♦ A review of the student's developmental/educational history including records and interviews;
- ♦ A review of interventions documented by the classroom teacher(s) and others who work with the student; and
- ♦ One or more informal measure(s) which may include, but not be limited to surveys and inventories; analysis of work; trial teaching; self report; criterion referenced tests; curriculum based assessment; and informal rating scales; and
- ♦ Beginning at age 14, or younger if appropriate, include assessment(s) to determine appropriate post-secondary outcomes.

E V A L U A T I O N

The chart below identifies by eligibility category, assessments and/or evaluations that are required in addition to those assessments individually determined by the multi-disciplinary team.

Eligibility Category	Required Evaluation by Specialist	Required Standardized Test(s)
Auditorily Impaired <ul style="list-style-type: none"> Deafness Hearing Impairment 	<ul style="list-style-type: none"> Audiological evaluation by a specialist in the field of audiology Speech and language evaluation by a certified speech-language specialist 	
Autistic	<ul style="list-style-type: none"> An assessment by a certified speech-language specialist Assessment by a physician trained in neurodevelopmental assessment 	
Cognitively Impaired <ul style="list-style-type: none"> Mild Cognitive Impairment 	 	Individually administered test of intelligence
<ul style="list-style-type: none"> Moderate Cognitive Impairment 	 	Individually administered test of intelligence
<ul style="list-style-type: none"> Severe Cognitive Impairment 	 	
Communication Impaired	An evaluation by a certified speech-language specialist, when the area of suspected disability is language	At least two standardized oral language tests, where such tests are appropriate
Emotionally Disturbed	 	
Multiply Disabled <ul style="list-style-type: none"> Multiple Disabilities Deafblindness 	 	
Orthopedically Impaired	A medical assessment documenting the orthopedic condition	

Eligibility Category	Required Evaluation by Specialist	Required Standardized Test(s)
Other Health Impaired	A medical assessment documenting the health problem	_____
Preschool Disabled	_____	_____
Social Maladjustment	_____	_____
Specific Learning Disability	_____	<ul style="list-style-type: none"> • Assessment of current academic achievement • Assessment of intellectual ability
Traumatic Brain Injury	_____	_____
Visually Impaired	Assessment by a specialist qualified to determine visual disability	_____

Requirements for Written Report of Evaluation Results:

- ♦ At the discretion of the district, the written report
 - may be prepared collaboratively by the evaluators
- or
- each evaluator may prepare an individually written report of the results of his or her assessments
- ♦ Each written report shall be dated and signed by the individual(s) who conducted the assessment
- ♦ Each report shall include:
 - An appraisal of the student's current functioning and an analysis of the instructional implication(s) appropriate to the professional discipline of the evaluator;
 - A statement regarding relevant behavior of the student, either reported or observed, and the relationship of that behavior to the student's functioning;
 - If an assessment is not included under standard conditions, the extent to which it varied from standard conditions;

W R I T T E N R E P O R T

W R I T T E N R E P O R T

- ◆ When a student is suspected of having a specific learning disability, the documentation of the determination of eligibility shall include a statement of:
 - Whether the student has a specific learning disability;
 - The basis for making the determination;
 - The relevant behavior noted during the observation;
 - The relationship of that behavior to the student's academic performance;
 - Educationally relevant medical findings, if any;
 - Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
 - The determination concerning the effects of environmental, cultural or economic disadvantage;
- ◆ Additionally, each team member shall certify in writing whether the report reflects his or her conclusions. If the report does not reflect his or her conclusions, the team member must submit a separate statement presenting his or her conclusions.